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ABSTRACT

This compilation contains executive summaries of 13 program evaluations conducted by the Office of Research and Evaluation of the Austin Independent School District (AISD) (Texas), as well as short summary reports on 3 programs. The following summaries are included: (1) "1991-92 Dropout Report"; (2) "Faculty/Staff Recruitment Report: Calendar Year 1992"; (3) "Historical Retention Report, 1992-93"; (4) "School Based Improvement: Changes in AISD, 1992-93"; (5) "Annual Report on Student Achievement 1992-93"; (6) "It's about Schools: 1992-93 Report on Surveys"; (7) "Austin Youth River Watch Program"; (8) "Chapter 1/Chapter 1 Migrant, 1992-93"; (9) "Chapter 2 Formula: 1992-93 Final Report"; (10) "Piecing Together an Integrated Approach to Drug-Free Schools: 1992-93 Final Report"; (11) "Elementary Technology Demonstration Schools, The Third Year, 1992-93. ESEA Title II Final Report"; (12) "Improving Mathematics and Science Teaching: 1992-93"; and (13) "Title VII Newcomers Program: 1992-93 Final Report." Two of the summary reports concern Chapter 2 programs, and the third is a survey of 1991 graduates. Eleven tables and 19 graphs present findings from these studies. (SLD)

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ED 372 083

1993 At A Glance

Executive Summaries

of Reports

from the

Office of Research and Evaluation

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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Austin Independent School District

Publication Number 92.40

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ORE FINDINGS 1992-93

INTRODUCTION

The mission of the Office of Research and Evaluation (ORE) is to provide objective, accurate, and timely information to District decision makers. The following pages contain the executive summaries of 13 of ORE's 1992-93 evaluations. Three short summary reports are also reproduced.

HIGHLIGHTS

DISTRICTWIDE FINDINGS

STUDENT ACHIEVEMENT - In 1992-93, as in previous years, AISD students generally scored above state and national averages on norm-referenced achievement tests. The achievement gap between economically disadvantaged and White students remains, however. On state-mandated, criterion-referenced tests, AISD students generally scored above urban averages but below state averages. Without intervention, the 90% state performance goal will not be met at grades 4 and 8. AISD's high school graduates excelled on college entrance examinations. (Page 11)

SCHOOL BASED IMPROVEMENT - The 1992-93 school year was the third year of the School Based Improvement (SBI) initiative. All schools are participating in the initiative at widely different levels of implementation and with different perceptions by the staffs. The SBI evaluation reflects the need for a clear definition, guidelines, and parameters of the SBI process. Staff development in the leadership areas, as well as in other areas related to SBI, seem to be needed, as well as School Board support to the campuses' efforts. (Page 9)

RETENTION AND DROPOUT RATES - The retention and dropout rates in AISD continue to decline. The dropout rate, however, remains higher than the level determined to be "unacceptable" by the Texas Education Agency. (Pages 3 and 7)

TIME ON TASK - Classroom observations revealed a slight decrease in the time spent on basic skills over the past 12 years--down from 94% in 1980-81 to 92.5% in 1992-93. (Page 17)

SURVEYS - Results from the former student survey indicate that most (73%) of AISD's former students are attending postsecondary school (more than half of them are working as well), and 69% indicate that they are well, or very well, prepared for their current activities. Half of the students surveyed indicated that they were not well prepared to write a resumé or interview for a job or to use technology successfully. (Page 13)

FACULTY/STAFF RECRUITMENT - For both Hispanics and African Americans, AISD employed higher percentages of teachers and administrators than the percentages in the available education work force in Texas or the United States. There has also been an increase in hiring female administrators. (Page 5)

PROGRAM FINDINGS

AUSTIN YOUTH RIVER WATCH - Compared to all AISD high school students, fewer Austin Youth River Watch program students dropped out of school than predicted, and none of the program students were recommended to be retained at their 1992-93 grade level. The program appears to have had a positive effect on students' academic achievement, especially those that have been involved more than six months. (Page 15)

CHAPTER 1/CHAPTER 1 MIGRANT - Students served by Chapter 1 made achievement gains during 1992-93 (more than a year's gain in reading comprehension in grades 5 and 6), but their achievement levels remain below national averages. Many Chapter 1 schools will be on a federally required improvement plan in 1993-94 because they did not meet required achievement goals. The Priority Schools continued to maintain a lower pupil-teacher ratio (13.9) than the prescribed level. Student performance, however, remains a concern. Chapter 1 funds may be better spent on specific programs to help students with reading and mathematics. (Page 17)

CHAPTER 2 - Survey results indicate positive participant opinions about the following programs funded by Chapter 2: Academic Decathlon, library resources, MegaSkills workshops, Middle Schools Fellows Program, and Spanish Academy. Peabody Picture Vocabulary Test-Revised scores show gains for students in AISD's prekindergarten program. (Page 19)

DRUG-FREE SCHOOLS - The following programs reported some degree of success in their efforts to reduce the likelihood of AISD students being involved in drug-related behavior: DARE, Innovative Programs, MegaSkills, Peer Assistance and Leadership (PAL), Plays for Living, Quality Schools, Student Assistance Program (SAP), and Student Alcohol Drug Abuse Education and Prevention Program (SADAEPP). Despite some apparent successes with the individual Drug-Free Schools programs, however, the overall picture of student drug and alcohol use in the District is not encouraging and indicates the need for modification and/or expansion of current levels of services. (Page 21)

ELEMENTARY TECHNOLOGY DEMONSTRATION SCHOOLS - The ETDS increased the percentage of students passing a section of TAAS. Langford and Patton reached the goal of reducing by 50% the number of students failing a section of TAAS. The percentage of students passing the grade 3 TAAS writing section increased an average of 13 percentage points at the three IBM schools, compared to a 6 percentage point District increase. Minority and economically disadvantaged students at the ETDS are performing as well as or better than other District minority and economically disadvantaged students. Several problems inhibited full implementation of the program. (Page 23)

TITLE II - Teachers who participated in the workshops funded by Title II indicated that the information they received was important to their teaching and lesson planning and was easily used in their classrooms. (Page 25)

TITLE VII NEWCOMERS - Compared to similar LEP students, the Title VII newcomers performed at approximately the same rate on measures of school success such as school attendance and grade point average. They received slightly fewer credits than the comparison group, and their obtained dropout rate was lower than the predicted rate. (Page 27)

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1991-92 Dropout Report

Executive Summary

Austin Independent School District
Office of Research and Evaluation

Authors: Vicente Paredes and Mario Sanchez

Program Description:

The Office of Research and Evaluation (ORE) annually collects dropout statistics for grades 7-12 in AISD. This report contains various summaries of dropout information as well as more detailed breakdowns.

Dropout statistics are reported in terms of annual rates (dropouts during the period of a year) as well as longitudinal rates (dropouts over time for a particular group). This report contains high school rates for years 1984-85 to 1991-92.

Grades 7-8 annual rates are reported for the years 1984-85 to 1991-92, and longitudinal rates for the years 1985-86 to 1991-92. Other ORE reports contain dropout statistics as early as 1983-84.

Major Findings:

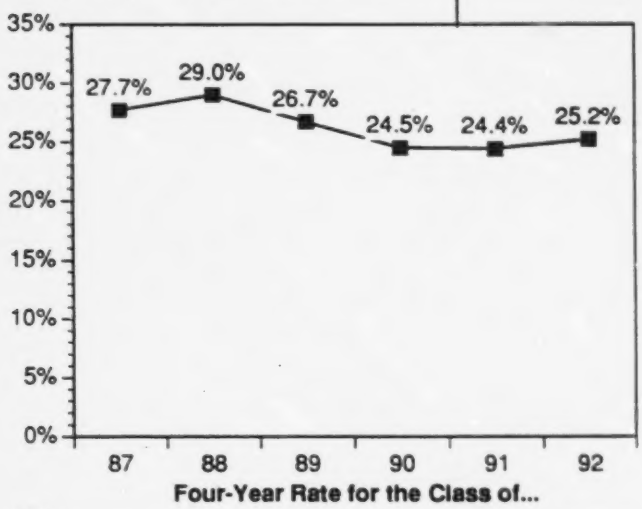
- The class of '92 had a four-year dropout rate of 25.2%. This is a higher rate than the class of '91 which had a four-year rate of 24.4%. This is not consistent with the previous decreasing trends.
- The grades 7-8 annual dropout rate has been decreasing since 1984-85. The annual rate has again decreased from 4.9% in 1990-91 to 3.8% in 1991-92.
- Overall, the 1991-92 high schools (grades 9-12) annual dropout rate (9.6%) continues a six-year decline and is the lowest since dropout accounting began. All ethnic groups show a decreasing trend. Hispanics had the highest annual dropout rate for 1991-92 (13.2%).
- The class of '93 has a three-year dropout rate (17.2%) lower than the class of '92 (19.0%) and might continue the decreasing trend in four-year rates.

Implications:

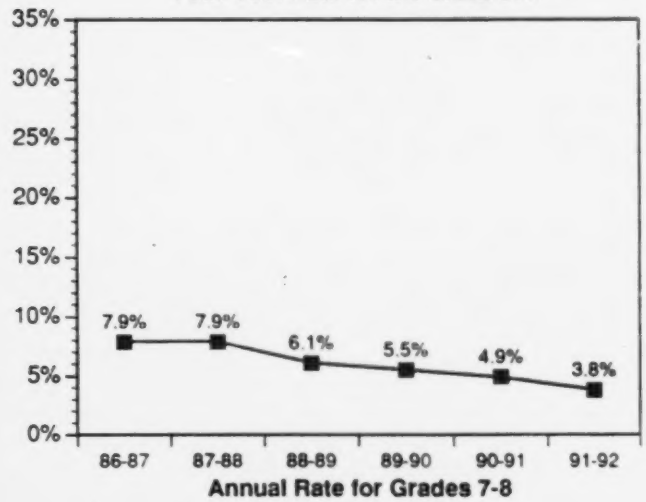
The District's dropout problem has improved, but most of AISD's high schools continue to be at the CLEARLY UNACCEPTABLE level of TEA's Academic Excellence Indicator System (AEIS), which is used for accreditation.

Recommendations:

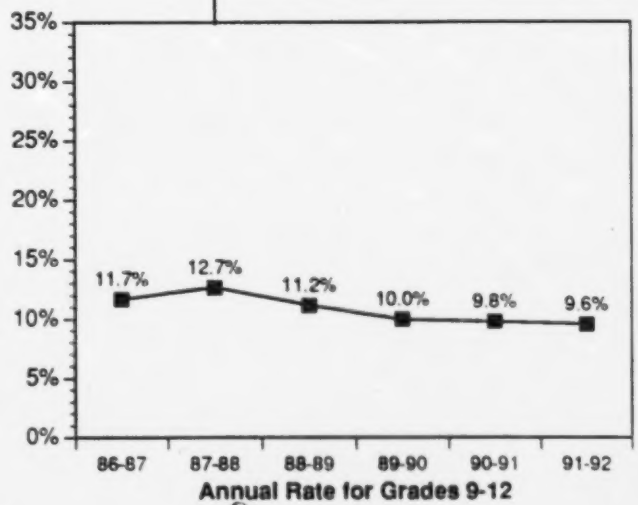
The District must develop better dropout prevention programs and practices.



Four-Year Rate for the Class of...



Annual Rate for Grades 7-8



Annual Rate for Grades 9-12

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Office of Research and Evaluation
1111 West 6th Street
Austin, Texas 78703
(512) 499-1724

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Faculty/Staff Recruitment Report: Calendar Year 1992

Executive Summary

Austin Independent School District
Office of Research and Evaluation

Author: Janice Curry

Background

The Board of Trustees has set a goal of recruiting and promoting professionals and administrators in order to achieve a match between local and statewide ethnic percentages. The target percentages are derived from the most recent statewide percentages from the Texas Education Agency of professionals and administrators in the Texas public education work force.

Major Findings

The table at the right compares the ethnic percentages for AISD's staff and new hires in calendar year 1992 to both the statewide and national percentages.

- Compared to statewide percentages, AISD employed in 1992:
  - 1.2 times as many Black teachers,
  - 1.4 times as many Hispanic teachers,
  - 2.2 times as many Black administrators, and
  - 1.4 times as many Hispanic administrators.
- For both Hispanics and Blacks, AISD employed higher percentages of teachers and administrators than the available education work force in Texas or the United States.
- The percentage of Black administrators who were newly hired or promoted from professional positions in AISD decreased from 30% in 1991 to 24.1% in 1992. However, the percentage of Black administrators employed by AISD (19.9%) is 11.0 percentage points above the statewide available work force for Black administrators (8.9%).
- The percentage of Black professionals employed by AISD decreased from 10.5% in 1991 to 9.8% in 1992, but is still above the statewide available work force for Black professionals (8.7%).

AISD, STATE, AND NATIONAL ETHNIC PERCENTAGES FOR TEACHERS AND ADMINISTRATORS IN 1992

Group	Black	Hispanic	Other
AISD Teachers–New Hires	6.5%	17.3%	76.2%
AISD Teachers–Total Employed	9.8%	18.5%	71.7%
Texas Teachers (Goal)*	**8.5%**	**13.7%**	**77.8%**
U.S. Teachers	9.3%	3.4%	87.3%
AISD Administrators–New Hires and Promotions	24.1%	27.6%	48.3%
AISD Administrators–Total Employed	19.9%	22.1%	58.0%
Texas Administrators (Goal)*	**8.9%**	**16.1%**	**75.1%**
U.S. Administrators	6.0%	2.0%	92.0%

* The percentages shown for Texas teachers and administrators are also the numbers set by the Board of Trustees as goals for recruiting and promoting.

- The percentage of newly hired or promoted Hispanic administrators declined from 20.6% in 1991 to 16.7% in 1992. The percentage of Hispanic administrators employed by AISD in 1992 was 22.1%–well above the available statewide work force of 16.1% for Hispanic administrators.
- The gains for female administrators in the last 13 years are evident in the percentage rise from 47.2% in 1980 to 58.0% in 1992. The percentage of female administrators increased from 57.0% in 1991 to 58.0% in 1992.

Recruitment of minorities from the new teacher supply of education students will remain difficult for the District because the applicant pool (see below) is limited. While the total number of student teachers increased by 84 in 1992, the minority percentage decreased from 14.5% in 1991 to 12.8% in 1992.

- Student teachers in AISD continue to include few Hispanics (10.4%) and fewer Blacks (2.4%).
- Recent minority graduates or out-of-state minority teachers seeking Texas certification through the ExCET exam accounted for only 14.2% of the tests that were taken and passed–down one percentage point from 1991 to 1992.

FUTURE TEACHER APPLICANTS

Group	Black	Hispanic	Other
AISD Student Teachers	2.4%	10.4%	87.2%
Texas ExCET Passing Results	3.1%	11.1%	85.8%

A copy of the full report for which this is the Executive Summary is available as Publication Number 92.10 from:

Austin Independent School District
Office of Research and Evaluation
1111 West 6th Street
Austin, Texas 78703-5399
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CONCLUSIONS

As the student minority population of the District increases, AISD will need to continue to recruit Black and Hispanic teachers and administrators. This continuing effort will help to ensure equal employment opportunities and positive minority role models in our schools. Because 17% of beginning teachers in Texas are Hispanic and 5% are Black, there is heavy competition among school districts to recruit and hire this limited pool of minority teachers. The search for quality teachers of all ethnicities must continue to be a priority in the future. An examination of data concerning the recruitment and promotion of professionals and administrators in AISD leads to the following conclusions:

- With few exceptions, AISD has employed a greater percentage of Black and Hispanic teachers, professionals, and administrators than statewide percentages for minorities in the Texas education work force from 1980 through 1992.

- The statewide available work force for Black teachers, professionals, and administrators has continued to decline each year since 1980. This decline may be a result of more opportunities for Black professionals in other fields.

- The statewide available work force for Hispanic teachers, professionals, and administrators has steadily increased from 1980 to the present. This increase may be due to a continually increasing Hispanic population in the State of Texas.

- The percentage of male teachers and administrators in AISD has steadily declined since 1983. With this decline comes a decrease in male role models in our schools.

- The Austin Independent School District makes a genuine effort to be an equal opportunity employer through its recruiting policies. However, in 1992, the amount of funds allotted to these efforts was reduced by $100,000, which will make it more difficult to recruit outstanding teachers.

- As the Board of Trustees considers the 1993-94 budget, beginning teacher salaries may need to be examined. AISD is sixth among the "Big 8" Texas school districts in beginning teacher salaries, which may affect recruitment of quality teachers.

Source: Beginning teacher information - *ExCET 1991-92 Report* from the Texas Education Agency, Division of Professional Educator Assessment and the AISD Department of Personnel.

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HISTORICAL RETENTION REPORT, 1992-93

Executive Summary

Austin Independent School District
Office of Research and Evaluation

Authors: Vince Paredes, Mario Sanchez

Program Description

Rate of retention in grade is a measure of the number of students who repeat the grade they were in the year before. This report of retention rates is produced once a year but contains information produced after the beginning of the school year (actual retainees) and data produced at the end of the school year (potential retainees). Analyses of data for the most recent year as well as longitudinal data are given.

Included in this report are:

- Graphs and tables describing the most recent results.
- Historical retention charts by grade and year.

Major Findings

- The retention rate for all grades (K-12) in 1992-93 was 3.6. The retention rate has declined about one half of one percent, on the average for the District, each year for the last four years.
- The retention rate for first grade was half of last year's. The retention rate for grades 7 (3.4%), 9 (20.9%), 10 (9.5%), and 11 (6.8%) remains among the highest; still, a marked improvement was observed over last year's rate.
- Continuing a pattern observed for the last six years, retention rates for elementary and middle schools keep declining.
- Retention rates for high schools in this year broke a four-year pattern of increase. With this year's decline (a rate of 11.8%), the retention rate was brought back to the level observed in 1989-90.
- The overall retention rates for the beginning of year (1992-93) were:

0.5	Elementary (K-5)
2.6	Middle School
11.8	High School

Budget Implications

Mandate:

School Board Policy mandates the collection of retention information.

Funding Amount:

The amount required to educate a student for one year multiplied by the number of students retained.

Funding Source:

Local, State, and Federal.

Implications:

The retention of students is not consistent with the strategic objective that "every student will function at his/her optimal level of achievement and will progress successfully through the system." Alternatives to retention are recommended.

A copy of the full report for which this is the Executive Summary is available as Publication Number 92.38 from:
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1111 West 6th Street
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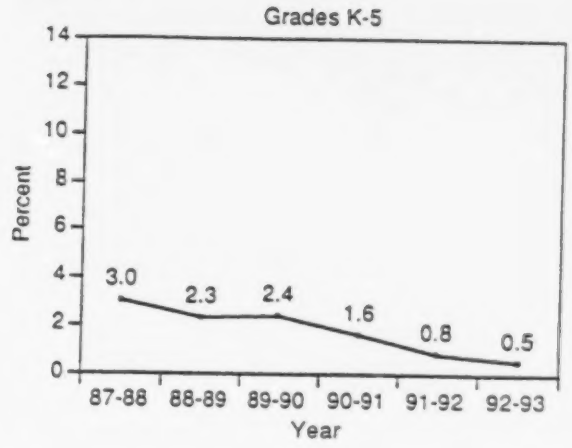
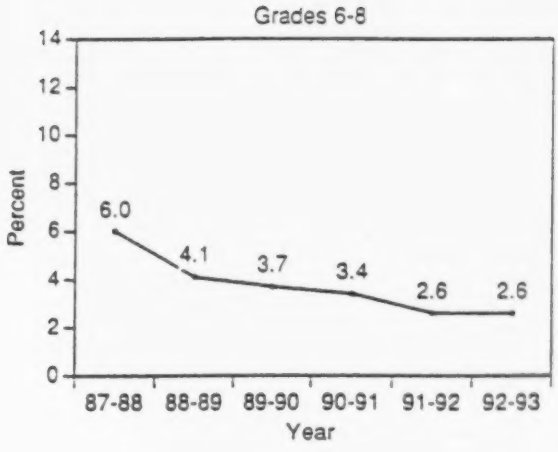
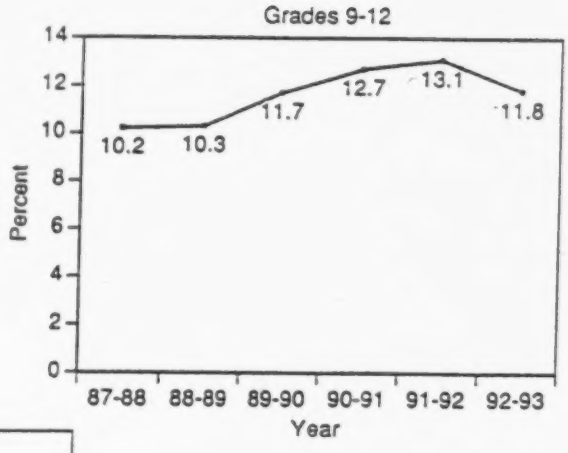
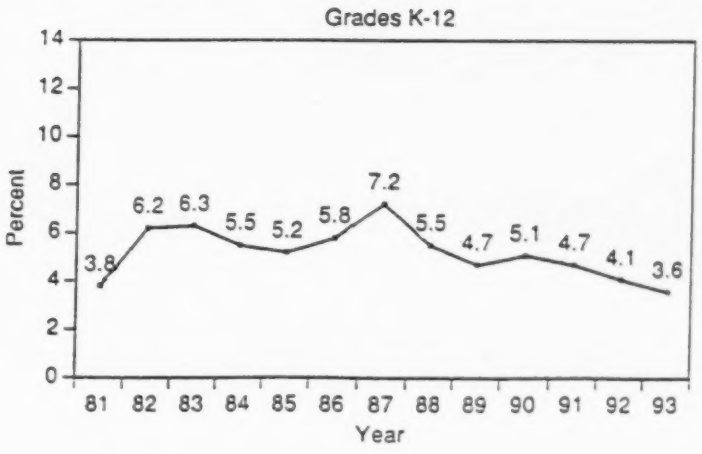
Retention Rates Over Time









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School Based Improvement: Changes in AISD, 1992-93

Executive Summary

Austin Independent School District
Office of Research and Evaluation

Authors: Melissa Sabatino, Marilyn Rumbaut

Program Description

In the spring of 1989, a long-term partnership began between International Business Machines (IBM) Corporation and the Austin Independent School District (AISD) to form Project A+ (now the A+ Coalition). The A+ Coalition was designed to act as a catalyst for educational improvement by identifying fundamental changes necessary to enhance education, and to marshal community support for those changes in order to ensure a quality educational environment for Austin.

School Based Improvement (SBI) is one vehicle for restructuring schools to meet this goal. The SBI model is based on the allocation of decision-making authority and local accountability to the campus as the primary means for improving student achievement and school climate. SBI is founded on the premise that improvement is the goal of every school, and that the measure of improvement is growth in student learning.

SBI is based on three fundamental concepts:

1) Decentralization of decision-making authority,
2) Shared decision making, and
3) Accountability.

SBI affords campuses more flexibility and greater decision-making authority in four major areas:

1) Budget development,
2) Instructional delivery,
3) Staffing, and
4) Staff development.

For evaluation purposes, an index to measure SBI implementation was developed by ORE staff. The index incorporated the nine core components deemed essential to SBI implementation. These nine core components are:

- Campus leadership team (CLT),
- Campus improvement plan (CIP),
- Collaborative decision making,
- Communication,
- Training,
- Parental/community involvement,
- School Board support,
- Central office support, and
- Assessment/evaluation.

In 1990-91, 16 schools were selected to pilot SBI. Those schools were joined by 12 additional schools during 1991-92. As mandated by HB 2885, AISD began districtwide SBI implementation in 1992-93.

Major Findings

1. According to teachers surveyed in spring 1993, SBI is partially implemented. Teachers believe that six of the nine core program components are in place, while three components (School Board support, central office support, and training) are not.

2. Schools staffs which have received Accelerated Schools training rate SBI implementation as partially implemented. However, the implementation score of 6.5 is higher than the District average of 5.4 (on a scale from 0 to 10). The scores of campuses which had implemented the Accelerated Schools framework equal or exceed the District average for all nine core components.

3. A majority (63%) of teachers surveyed believe that School Board and central office staff support is essential to SBI success. Nearly all teachers (93%) did not perceive that enough support is available.

4. From 1991 to 1993, teacher responses to items on the School Climate Survey showed a significant decrease in agreement with the 10 items which have the highest correlation with teachers' perceptions of being treated as professionals and their belief in students' ability to achieve mastery.

5. A three-year trend analysis of the School Climate Survey shows that many schools with SBI in place for three years have levels of agreement equal to or below those documented before the implementation of SBI.

6. Over half the parents surveyed believe that teachers and administrators have not completely accepted parental involvement on the Campus Leadership Team and other school committees.

Budget Implications

Mandate:
SBI mandated by the Board of Trustees.

Fund Amount:
$110,262

Funding Source:
Local

Implications:
Continuation of SBI resources will be of vital importance if SBI is to be fully implemented districtwide.

Recommendations

1. If SBI is to be fully implemented, detailed guidelines need to be formulated which specify the decision-making authority, responsibility, and accountability of campuses. These guidelines need to be disseminated to all Campus Leadership Teams (CLTs) and central office staff. If the School Board, central office staff, administrators, and teachers shared a common SBI agenda, the perception of partial implementation and a lack of support for SBI might be altered.

2. Each school should identify its own staff development needs and request support from its area superintendent.

3. All parents should be encouraged to participate fully in SBI and other school activities. The schedule of working parents and community representatives should be considered when setting and changing CLT meeting times. An effective system of communication should be established and maintained so that all parents are kept informed of decision-making activities.

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PROGRAM EFFECTIVENESS SUMMARY

School Based Improvement

PROGRAM	Rating	Allocation (Cost)	Number of Students Served	Cost Per Student
SBI - All Campuses	0	$108,398	69,440	$2

Rating is expressed as contributing to any of the five AISD strategic objectives

+	Positive, needs to be kept and expanded
0	Not significant, needs to be improved and modified
-	Negative, needs major modification or replacement

Cost is the expense over the regular District per-student expenditure of $4,000.

0	*No cost* or minimal cost
$	*Indirect costs* and overhead, but no separate budget
$$	*Some direct costs*, but under $500 per student
$$$	*Major direct costs* for teachers, staff, and/or equipment in the range of $500 per student or more.

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Annual Report on Student Achievement 1992-93

Executive Summary

Austin Independent School District
Office of Research and Evaluation *Authors: Evangelina Mangino, Natalie Rodgers, Barbara Wiser*

Program Description

Systemwide Testing Program:

- 14,114 students took the Texas Assessment of Academic Skills (TAAS) in the fall 1992. In the spring 1993, 14,799 took the TAAS.
- 9,520 students in grades 1 and 2 took the ITBS in April 1993.
- 36,642 students in grades 3 through 11 took the Norm-referenced Assessment Program for Texas (NAPT) for a valid score in April 1993.

Other tests administered districtwide and reported only at the individual student level are:

- Computer Literacy Test (grade 6),
- End-of-basal tests (grades 3, 4, 5, 6),
- La Prueba de Realization (grades 1-8).

Recommendations

1. Strengthen curriculum in all subjects in grades 6-9.
2. Continue implementation of writing programs at all grade levels with strong emphasis on support and evaluation, organization and structure, and using correct purpose and mode (following directions).
3. Continue efforts directed towards closing the achievement gap between minority and nonminority students.

Major Findings

1. AISD's high school graduates continue to excel on college entrance examinations.
   a. AISD had 34 National Merit Scholarship finalists--4.7 times the number that is average for a district this size.
   b. SAT scores for AISD seniors (932) averaged above those of the state (885) and the nation (902).
2. AISD students score near the state averages and above urban averages.
   a. For the seventh year in a row, AISD students ranked number one among the eight urban districts on all tests taken on the exit-level, state-mandated, criterion-referenced tests. AISD was number one on exit-level reading and mathematics and number two on the writing test.
   b. In comparison to state averages, AISD's TAAS mastery percentages for fall 1992 are higher in 1 area, the same in 1, and lower in 10. In spring 1993 the mastery percentages are higher in 1 area, the same in two areas, and lower in 9 areas.
   c. Out of 3,068 potential high school graduates, 94.3% (all except 174) passed all sections of the Exit-Level TAAS.
3. AISD is an urban district whose students generally score above the national average on standardized achievement tests and continue to improve annually.
   a. AISD scored higher than the state in all grades except mathematics concepts and estimation at grade 7 on the NAPT and ranks number one among the Urban 8 on the NAPT reading and mathematics composite score at all grades tested.
   b. In 1992-93, 63 out of 66 AISD average test scores were at or above the 50th percentile (the national average).
   c. Lowest achievement scores are in mathematics at grades 6-8, reading at grade 9, and science at grades 7 and 8.
   d. Achievement in higher-order thinking skills was higher than the national average in 37 out of 45 comparisons.

Budget Implications

Mandate: Federal, state, and local

Funding Amount: $301,228,306 AISD Budget

Funding Source: Federal, state, property tax, and other sources.

Implications: As the administration and Board of Trustees make budget decisions, the effectiveness of the overall instructional program as well as individual programs must be reviewed in the context of student achievement. Resources should be targeted towards implementing the three recommendations cited earlier.

Because achievement test scores are only one of many important effectiveness indicators for a school system, these findings should be combined with those in other ORE reports on dropouts, retention, and the success of individual programs. As in the past years, ORE will produce a separate summary of program effectiveness comparing cost to student achievement gains.

92 AISD Test Results at a Glance

Percentage of Students Passing the TAAS
(Non-Special Education Students Only)

Fall Testing

	Writing		Reading		Mathematics		Passed All	
Grade	91	92	91	92	91	92	91	92
3	61	67	81	77	87	82	57	59
7	57	67	49	49	47	45	35	36
11	80	81	77	78	60	60	53	54

Spring Testing*

Grade	93	93	93	93
4	83	57	60	48
8	63	57	41	35
10	77	71	57	51

* First year tests were administered at these grades.

ITBS/NAPT, 1992-93
(Percentiles of the Mean NCE - 1992 Norms)

	Mathematics		Reading		Language		Reading/Math Composite	
Grade	92	93	92	93	92	93	92	93
1	51	55	53	54	63	66	64	66
2	65	66	65	67	63	65	68	69
3	62	64	54	56	69	59	58	61
4	58	53	54	58	62	63	56	61
5	58	54	52	52	63	58	55	53
6	49	51	48	52	57	59	48	52
7	49	49	52	53	56	59	50	51
8	53	50	54	52	58	57	53	51
9	60	56	49	49	58	60	55	52
10	63	61	58	57	62	64	61	59
11	63	69	59	60	71	70	62	66

SAT Scores, 1989-1993 Graduates*

	Verbal					Mathematics				
	89	90	91	92	93	89	90	91	92	93
AISD	439	439	432	435	436	491	489	490	494	496
Texas	415	413	411	410	413	462	461	463	466	472
Nation	427	424	422	423	424	476	476	474	476	478

* 55 percent of AISD 1992-93 seniors took the SAT.

93

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It's About Schools: 1992-93 Report on Surveys

Executive Summary

Austin Independent School District
Office of Research and Evaluation

Author: Trina Reed Robertson

Program Description

AISD has conducted survey research since the 1979-80 school year as a means of collecting information from the people closest to the effects side of District policies and programs. The School Climate Survey and the ORE Coordinated Survey are vehicles for campus professionals to express their views on key issues affecting the District. These surveys afford insight into the effectiveness of programs and improvement activities implemented within the District. The Former Student Survey is conducted to gather the opinions of the District's graduate population to increase the awareness of decision makers about how programs are received by graduates and about the longer term effects of District programs. ORE also facilitates independent survey research by campuses through its School-Based Surveys Support.

Budget Implications

Mandate: Board of Trustees

Funding Amount: $26,166 (to obtain survey data)

Funding Source: Local

Implications: Provides school climate information to schools for use in campus improvement; provides flexible data collection mechanisms serving school staff, administrators, and program evaluators; provides data to support the fourth strategic objective, "After exiting AISD, all individuals will be able to perform successfully at their next endeavor."

Major Findings

1. Overall, campus professionals were less positive this year about their schools' climate than in previous years.

   a. Over the past five years, from 1988-89 through 1992-93, teachers' opinion that the staff at their schools demonstrated a belief in students' ability to achieve mastery has shown a significant and steady decline.
   b. Teachers and other campus professionals indicated that they feel less confident about the levels of safety in their schools; confidence has declined from 88% in 1988-89 to 81% in 1992-93.
   c. Teachers and other campus professionals responded less positively this year than in previous years about their feelings of being treated as professionals.

2. AISD is doing a good job of preparing students to enter postsecondary school.

   a. Most of the AISD graduates surveyed (73%) are attending postsecondary school. (Page 10)
   b. Mathematics and English continue to be the courses considered most useful by graduates attending school.

3. Over half of former students surveyed indicated that they were not well prepared, or only moderately well prepared, to write a resume and interview for a job, or to use technology successfully.

4. After 18 months, 21% of working graduates said that they were working in a field for which AISD trained or prepared them.

5. Most 1991 graduates (69%) indicate that they are well, or very well, prepared for their current activities.

Recommendations

1. Resources and other support should be allocated to the implementation of Tech Prep (curricula designed to integrate challenging academic standards with career-oriented application and training), and to the Department of Labor's *Secretary's Commission on Achieving Necessary Skills* (SCANS) competencies to ensure that all students receive curricula which are both academically challenging and vocationally integrated.

2. As much as possible, counselors and teachers should encourage students to consider their short- and long-term plans (whether school, work, or both) in the way they approach their selection of courses, research/essay topics, and other preparatory experiences that develop the link between their school work and their future.

3. Teachers should work together to create lesson plans which incorporate students' interests and needs into academic experiences which prepare students for the broad spectrum of postsecondary life experiences.

4. The downward trend in the school climate throughout the District needs to be investigated, understood, and reversed. Area superintendents should investigate possible ways to improve schools' climate with decision-making teams.

A copy of the full report for which this is the Executive Summary is available as Publication Number 92.37 from:

Austin Independent School District
Office of Research and Evaluation
1111 West 6th Street
Austin, Texas 78703-5399
(512) 499-1724

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Austin Youth River Watch Program

Executive Summary

Austin Independent School District
Office of Research and Evaluation

Author: Jeannine Turner

Program Description

The City of Austin provided funds for an educational initiative to involve minority high school students in water quality issues and to reduce the dropout rate through positive role model interaction with academically successful students. Principal program activities were testing river water for pollutants and the tutoring of at-risk students by their student mentors. Both trainees and mentors are paid for their time spent testing river water and in tutoring sessions. From April 1992 through June 1993, the Austin Youth River Watch Program received $82,500 from the City of Austin. The Lower Colorado River Authority also assisted by providing training and expertise.
The City of Austin funds provided:

- Water testing equipment and supplies,
- Office rental, supplies, and equipment,
- Stipends for student involvement,
- A part-time program coordinator, and
- Program evaluation.

A copy of the full report for which this is the Executive Summary is available as Publication Number 92.33 from:
Austin Independent School District
Office of Research and Evaluation
1111 West 6th Street
Austin, Texas 78703-5399
(512) 499-1724

Major Findings

1. The Austin Youth River Watch Program recruited and trained 31 minority, at-risk high school students in river water monitoring.

2. Compared to all AISD high school students, fewer Austin Youth River Watch program students dropped out of school than predicted, and none of the program students were recommended to be retained at their 1992-93 grade level.

3. Based on science and mathematics course improvement, the program appears to have had a positive effect on students' academic achievement, especially those that have been involved more than six months.

4. All Austin Youth River Watch program students agreed that they would encourage others to participate in the Austin Youth River Watch Program, and they planned to continue their participation. Many or most of the students agreed that participation had helped them learn more in science and mathematics (64%), and be more interested (46%), and doing better (55%), in school work.

5. Because of their river water monitoring, program participants discovered and reported three potentially harmful or costly leaks in the City's water system.

Budget Implications

Mandate: External funding agency

Funding Amount: $82,500

Funding Source: City of Austin

Implications: The Austin Youth River Watch Program provided funding to involve minority high school students in water quality issues and to reduce the dropout rate through positive role model interaction with academically successful students. The program addresses the District's first strategic objective of having every student function at his/her optimal level of achievement and of having every student progress successfully through the system. The program also addresses the District's third strategic objective of having one hundred percent of all students who enter AISD graduate. Funded activities address the District's value of developing and coordinating a network of student support services and of acquiring public and private funds for developing effective partnerships in the community.

Recommendations

Based on current evaluation findings, the following recommendations are presented:

1. The Austin Youth River Watch Program should continue its river water monitoring service for the City of Austin.

2. The Austin Youth River Watch Program should continue to recruit and train minority at-risk students for river water monitoring and interaction with academically successful and experienced river water monitoring student role models. The program should be expanded to include more public and private high school students.

3. The Austin Youth River Watch Program should continue to tutor at-risk student trainees.

4. The Austin Youth River Watch Program should seek additional resources to alleviate logistical problems such as transportation.

PROGRAM EFFECTIVENESS SUMMARY

AUSTIN YOUTH RIVER WATCH PROGRAM
1992-93

PROGRAM	RATING	ALLOCATION (COST)	NUMBER OF STUDENTS* SERVED	COST PER STUDENT	NUMBER OF DROPOUTS		PREDICTED DROPOUTS WHO STAYED IN SCHOOL (EFFECT)		COST PER STUDENT KEPT IN SCHOOL (COST/ EFFECT)
					Predicted	Obtained	#	%	
Austin Youth River Watch Funding Source: External Grades: 9-12	+	$82,500	31	$2,661	3	2	1	33%	$82,500

Rating is expressed as contributing to any of the five AISD strategic objectives.

+	Positive, needs to be maintained or expanded
0	Not significant, needs to be improved and modified
-	Negative, needs major modification or replacement
Blank	Unknown

Cost is the expense over the regular District per-student expenditure.

0	*No cost* or minimal cost
$	*Indirect costs* and overhead, but no separate budget
$$	*Some direct costs*, but under $500 per student
$$$	*Major direct costs* for teachers, staff, and/or equipment in the range of $500 per student or more

* Total number of students served represents students attending both public and private schools (31); however, the predicted and obtained dropout rate is based on the number of students attending AISD public schools (27) for whom full student information is available.

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Chapter 1/Chapter 1 Migrant, 1992-93
Executive Summary

Austin Independent School District
Office of Research and Evaluation

Authors: Shirin Catterson, Janice Curry, Theresa Thomas
Wanda Washington, Catherine Christner

Program Description

Chapter 1, a federally funded compensatory education program, provided funding to 29 AISD elementary schools with high concentrations of low-income students. The focus of service is on low-achieving students. Sixteen campuses had such a high concentration (75% or more) of disadvantaged students that they qualified to be Chapter 1 Schoolwide Projects (SWPs). These schools used their Chapter 1 funds either to lower the pupil teacher ratio, or to fund supplementary, Reading Recovery teachers, an extended day program, and/or extended staff development programs. Additionally, Chapter 1 funded nine other elementary campuses with supplementary teachers and computer labs. At 27 of the 29 Chapter 1 campuses, full-day prekindergarten classes were funded. Additional services were offered at one private school and eight institutions for neglected or delinquent (N or D) students. All schools participated in either Parental Involvement or Parental Involvement/ Community activities.

Chapter 1 Migrant, which is also federally funded, provided compensatory reading services to migrant students via teachers, tutors, or computer labs at seven AISD elementary and secondary campuses. A high priority was placed on dropout prevention activities such as summer school. Students qualified for the program if their parents or guardians were migratory agricultural workers or fishers within the last six years. Low-achieving migrant students received service priority. There was also a Parental Involvement component.

Major Findings

In order to interpret the achievement gains presented below, please note that the average student gains 1.0 Grade Equivalent (one year) in an average program; a low-achieving student gains 0.8 GE (8 months) in an average program.

Normal Curve Equivalent (NCE) scores are on a scale from 1 to 99, with 50 being the national average. A gain of 3 NCE points is considered average in a year.

1. Chapter 1 students at both SWPs and supplementary schools made average gains of 5 NCE points on the Reading Comprehension portion of ITBS/NAPT. Students in grades 5 and 6 made more than a year's gain. Students in grades 2, 3, and 4 made gains ranging from .7 to .9 GEs.

2. Chapter 1-served students at SWPs had an average loss of 1 NCE point on the Math Problem Solving portion of ITBS/NAPT.

3. In 1992-93, the Texas Education Agency required each Chapter 1 school to show "Preponderance of Evidence" (POE) for its Chapter 1 program effectiveness. Twelve Chapter 1 schools will be on the Chapter 1 Improvement Plan in 1993-94 because they did not meet their POE requirements.

   - Of the 16 SWPs, only three did not meet their required POE gains in kindergarten. Mean NCE gain on the Boehm-R Test of Basic Concepts for all kindergartners tested at Chapter 1 schools was 5.

   - Of the 23 schools with Chapter 1 programs serving fourth graders, only two met the POE requirement that 50% or more of their fourth grade students pass TAAS Reading.

4. The original 16 Priority Schools continued to maintain a lower pupil-teacher ratio (13.9) than the prescribed level. Student performance at some Priority Schools, however, remains a concern.

   - Six of the Priority Schools did not make the required Chapter 1 NCE gains in Math Problem Solving and will be on the Chapter 1 Improvement Plan in 1993-94.

   - Students at Priority Schools scored lower than the AISD average on ITBS/NAPT Reading Comprehension and Math Total.

5. Overall, in 1992-93, pre-K students gained 11.7 standard score points from pretest to posttest (slightly less than a 1 standard deviation). English monolingual students did better in full-day pre-K classes, whereas bilingual and ESL students performed better in half-day pre-K classes.

6. In spring 1992, 208 classroom observations were held in grades 2 and 5 in all AISD elementary schools. Data showed a small decrease in time spent on task in basic skills in the past 12 years: from 94% in 1980-81 to 91.5% in 1985-86, and 92.5% in 1992-93.

7. All eight of the N or D institutions met their Chapter 1 goals for 1992-93. They used their Chapter 1 funds to provide their students with on-site tutors, teacher assistants, and instructional materials (such as computers, educational software, books, etc.).

8. In 1992-93 the two Chapter 1 Parental Involvement Representatives were relocated to individual campuses under AISD's Vertical Team organization. The Chapter 1/ Chapter 1 Migrant Parental Involvement Specialist attributed a reduction in Parental Advisory Council activities and a drop in the attendance of Chapter 1 parents to a loss in supervisory communication with the relocated staff.

9. The majority of the Chapter 1 budget (79%) was allocated for instruction: Schoolwide Projects (33%), Full-Day Pre-Kindergarten (24%), and Supplemental Reading Instruction (22%).

Budget Implications

Mandate:
External Funding agency;
Public Law 100-297

Funding Amount:
$6,579,499 (Chapter 1)
$ 243,815 (Chapter 1 Migrant)

Funding Source:
Federal

Implications:
AISD has received the approved 1993-94 budgets of $8,635,880 for Chapter 1 and $198,743 for Chapter 1 Migrant. These evaluation results should be studied by program decision-makers to plan the most effective programs.

Recommendations

1. Continue using Chapter 1 funds to supplement reading instruction at elementary schools.
2. Focus more Chapter 1 programs on improving mathematics education at elementary schools.
3. Move away from the lower PTR model of serving Priority Schools. Focus Chapter 1 funds on specific programs to help students with reading and mathematics.
4. Study the full-day pre-K program for bilingual and ESL students to determine the reasons for its lack of success with these populations.

Cost-Effectiveness

Rating is expressed as contributing to any of the five AISD strategic objectives.

+	Positive, needs to be maintained or expanded
0	Not significant, needs to be improved and modified
-	Negative, needs major modification or replacement

A copy of the full report for which this is the Executive Summary is available as Publication Number 92.03 from:
Austin Independent School District
Office of Research and Evaluation
1111 West 6th Street
Austin, Texas 78703-5399
(512) 499-1724

1992-93 Cost-Effectiveness Summary

PROGRAM	COST	NUMBER OF STUDENTS SERVED	COST PER STUDENT SERVED	EFFECT OR EVIDENCE	COST EFFECT	RATING
Chapter 1 Schoolwide Projects (all students) Funding Source: External Grades: K-6 Level of Service: All day/all year	$1,881,525*	4,633	$406	Reading: -1.0 Math: N/A Avg.: N/A		-
Chapter 1 Schoolwide Projects (low achievers) Funding Source: External Grades: K-6 Level of Service: All day/all year	$616,308*	1,518	$406	Reading: 2.3 Math: N/A Avg.: N/A	$177	+
Chapter 1 Supplementary Instruction (low achievers) Funding Source: External Grades: K-6 Level of Service: Average 30 of min./day	$1,452,917	1,682	$864	Reading: 2.1 Math: N/A Avg.: N/A	$411	+
Priority Schools (all students) Funding Source: External & Local Grades: K-6 Level of Service: All day/all year	$2,149,744*	6,628	324	Reading: -1.1 Math: N/A Avg.: N/A		-
Priority Schools (low achievers) Funding Source: External & Local Grades: K-6 Level of Service: all day/all year	$380,052*	1,173	324	Reading: 2.0 Math: N/A Avg.: N/A	$163	+
Chapter 1 Migrant Supplementary Instruction Funding Source: External Grades: K-12 Level of Service: 1-2 hours/week, all year	$101,015	124	$815	Program met its goals		+
Chapter 1 Neglected of Delinquent Institutions Funding Source: External Grades: 1-12 Level of Service:	$109,768	1,185	$93	Program met its goals		+
Chapter 1 Nonpublic Schools Funding Source: External Grades: 1-7 Level of Service: 30 min./day, all year	$26,608	48	$554	Program met its goals		+
Full-Day Prekindergarten Funding Source: External Grades: Pre-K Level of Service: Full-day classes all year	$1,596,615	1,702	$938	Rating based on average gains from Fall to Spring compared to national average.		+

* All costs are Chapter 1/Chapter 1 Migrant, over the per pupil expenditure.
* The program cost includes 6.6% of the total Capital Outlay expenditure as the "annual use allowance" for computer hardware and software.

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CHAPTER 2 FORMULA: 1992-93 FINAL REPORT

EXECUTIVE SUMMARY

Austin Independent School District
Office of Research and Evaluation

Authors: Paula Marable, Julia E. Griffith, and Lauren Hall Moede

Program Description

Chapter 2 Formula provides federal funds to states through the Elementary and Secondary Education Act of 1965 (ESEA) as amended in 1988 by Public Law 100-297. Chapter 2 Formula funds can support one or more programs which:

- Meet the educational needs of students at risk of failure in school or of dropping out, and students for whom providing an education entails higher than average costs;
- Acquire instructional and educational materials;
- Improve schools through innovative programs;
- Enhance the knowledge and skills of educational personnel through training and professional development;
- Enhance student achievement and excellence through instruction and community service;
- Provide early childhood, gifted and talented, technology education, community education, and/or youth suicide prevention programs; and
- Enhance the ability of teachers and school counselors to identify, particularly in the early grades, students with reading and reading-related problems that place those students at risk for illiteracy in their adult years (National Literary Act of 1991, Section 302).

In 1992-93, the Austin Independent School District (AISD) received $511,123 in Chapter 2 Formula funds, which included $26,102 rolled forward from 1991-92. Funds were allocated to the following programs (funds were also allocated to administration/management and evaluation): Academic Decathlon, Library Resources, MegaSkills, Middle School Fellows Program, Multicultural/Special Purpose Buses, Prekindergarten Supplements, Secondary Library Technology Support, Spanish Academy, Technology Learning Center at Johnston High School, Reading Recovery Program, Student Alcohol/Drug Abuse Education and Prevention Program (Sunshine Camp), Wicat Computer Lab at Blanton Elementary, and private schools.

Major Findings

1. During the 1992-93 school year, the Peabody Picture Vocabulary Test-Revised was administered. At all levels of delivery, half- and full-day pre-K, AISD prekindergarten students showed gains from pre- to posttest.

2. The majority of high school teachers and administrators surveyed believed that the Academic Decathlon benefited participants and the District and was effective in promoting academic excellence.

3. Almost all (97%) of the librarians and administrators surveyed indicated that the library resources purchased with Chapter 2 Formula funds were useful.

4. In the 1992-93 school year, 95% of parents who participated in MegaSkills workshops reported that receiving this training helped them work better with their children.

5. When evaluating the 1992-93 Spanish Academy, 87% of participants surveyed indicated that the course helped them in communicating with Spanish-speaking students.

6. In the 1992-93 school year, 70% of the participants of the Student Alcohol/Drug Abuse Education and Prevention Program (SADEPP) indicated in a survey that as a result of the workshop, they are able to make responsible choices; in addition, 76% indicated that they are more self-confident because of the program.

7. Middle School Fellows Program participants were pleased with the program and expressed the desire to continue meeting during the 1993-94 school year. Other than participant self-evaluation, however, there were no measures of program effectiveness.

A copy of the full report for which this is the Executive Summary is available as Publication Number 92.09 from:

Austin Independent School District
Office of Research and Evaluation
1111 West 6th Street
Austin, Texas 78703-5399
(512) 499-1724

Budget Implications

Mandate: External funding agency: Elementary and Secondary Education Act of 1965 (ESEA) as amended in 1988 by Public Law 100-297 and the National Literary Act of 1991, Section 302.

Funding Amount: $511,123 (entitlement of $485,021 and roll-forward from 1991-92 of $26,102)

Funding Source: Federal

Implications: Chapter 2 Formula has provided funding to AISD to expand existing programs and implement new programs including the addition of staff and the acquisition of materials and equipment that would not otherwise be available from state or local funding sources. Continued funding will allow the District to provide programs that meet the educational needs of at-risk students, provide for the acquisition and use of educational materials, provide training for District personnel, and provide programs to enhance the personal excellence of students and student achievement. Chapter 2 funding would also provide for other innovative projects, such as early childhood education programs and training programs to enhance the ability of teachers and school counselors to identify, particularly in the early grades, students with reading and reading-related problems that place those students at risk for illiteracy in their adult years.

Recommendations:

1. Continue using Chapter 2 funds to supplement half-day prekindergarten programs.

2. Fund fewer programs through Chapter 2 so that each program is better funded, planned, and evaluated.

3. Allocate more Chapter 2 funds to programs that will help students at risk of failing or dropping out of school.

4. Allocate Chapter 2 funds to replicate in AISD programs that have been previously researched and found effective elsewhere (e.g., Reading Recovery).

PROGRAM EFFECTIVENESS SUMMARY

CHAPTER 2 FORMULA 1992-93

CHAPTER 2 COMPONENT	RATING	ALLOCATION (COST)	NUMBER SERVED	COST PER STUDENT	EFFECT
Academic Decathlon (11-12)	+	$41,747	70	$487	Rating based on staff surveys
Library Resources (K-12)	+	$43,950	69,440	$0.61	Rating based on staff surveys
Megaskills (6-8)	0	$17,664 Ch.2 $20,705 Chapter 1 $21,798 Drug Free Schools	1,643 (parents)	$10.75 (per parent) $36.62 (Total for all programs)	Rating based on dropout rate, retention, grades, attendence, & discipline
Middle School Fellows Program (6-8)	[+]	$25,708	44 (staff)	$135	Rating based on written comments offered by participants
Multicultural/Special (Pre-K-12) Purpose Buses	+	$11,000	10,208	$1.00	Rating based on user survey
Prekindergarten (Pre-K) Supplements	+	$123,834	114	$209	Rating based on PPVT-R & TVIP gains from pre- to posttest
Private Schools (Pre-K-12)	+	$19,803	3,039	$6.17	Based on rating of purchases
Reading Recovery Teacher Leader Training	[+]	$57,062	1 (staff)	$57,062*	Rating based on interview with participants
Secondary Library (6-12) Technology Support	+	$18,280	21,937	$0.80	Rating based on staff survey
Spanish Academy	+	$32,899	295 (staff)	$112	Based on course evaluation by participants
Student Alcohol and Drug Abuse Education and Prevention Program (5-12)	+	$20,579 Ch.2 $94,433 Drug-Free Schools	2,488	$8.27 $46.23 (Total for all programs)	Rating based on staff and student survey
Technology Learning (9-12) Center at Johnston High		$16,534	1,723	$9.60	No assessment conducted
Using Technology for Access to Problem Solving (8)		No funds received	4,921	0	Chapter 2 Discretionary project; No assessment conducted
Wicat Computer Lab at Blanton Elementary (Pre-K-6)	+	$17,133	481	$35.62	Rating based on teacher survey

* Training of this teacher was in Fort Worth for work within AISD during the 1993-94 school year.

Note: Cost/effect (cost per student for 1 month gain in achievement) was not presented because achievement test scores were not available.

Rating is expressed as contributing to any of the five AISD strategic objectives.

+	*Positive*, needs to be maintained or expanded
0	*Not significant*, needs to be improved and modified
-	*Negative*, needs major modification or replacement
Blank	*Unknown*
[ ]	Rating based on self-evaluation by participants only. In the absence of student performance results, self-evaluation must be interpreted with caution

Cost is the expense over the regular District per student expenditure of about $4,000.

0	*No cost* or minimal cost
$	*Indirect costs* and overhead, but no separate budget
$$	*Some direct costs*, but under $500 per student
$$$	*Major direct costs* for teachers, staff, and/or equipment in the range of $500 per student

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Piecing Together an Integrated Approach to Drug–Free Schools: 1992–93 Final Report

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Executive Summary

Austin Independent School District
Office of Research and Evaluation

Author: James A. Wiehe

Program Description

The Drug–Free Schools and Communities (DFSC) Act of 1986 provides funding to school districts to supplement local efforts to eliminate drug and alcohol use on their campuses. In 1992–93, its sixth year of funding, the Austin Independent School District (AISD) received $467,362 from the DFSC grant. An additional $150,213 was carried over from 1991–92 for a total of $617,575.

DFSC grant monies fund a wide assortment of District programs directed toward prevention and education regarding the illegal and harmful use of alcohol, tobacco, and other drugs. Three kinds of program components were funded during the 1992–93 school year—student programs, a parent program, and programs for curriculum and staff development. By program type, the components implemented during the 1992–93 school year included:

Student Programs

- Conflict Resolution Project;
- Drug Abuse Resistance Education (DARE);
- Innovative Programs;
- Peer Assistance and Leadership (PAL);
- Plays for Living;
- Private Schools;
- Student Assistance Program; and
- Student Alcohol and Drug Abuse Education and Prevention Program (SADAEPP).

Parent program:

- MegaSkills

Curriculum and Staff Development:

- K–12 Curriculum;
- Medicine Education and Safety Program;
- Quality Schools; and
- All Well Health Services.

In addition to program funding, the DFSC grant also provided for a full–time evaluation associate.

Major Findings

The Drug–Free Schools (DFS) component programs reported the following successes for the 1992–93 school year:

1. As a group, students in grades 4–12 who reported participating in a DFS program during the 1992–93 school year had a lower rate of recent use of alcohol and/or other illegal drugs than students who did not report participating in any DFS program (35% and 40%, respectively).

2. On a survey, DARE participants from both grades 5 and 7 indicated significant decreases in the likelihood of their using alcohol illegally and/or using other illegal drugs.

3. Responding to a survey about Plays for Living, over three fourths (77%) of staff respondents thought that the play was "beneficial" or "very beneficial" in encouraging students to discuss personal or family problems related to drugs or alcohol.

4. Participating in SADAEPP significantly decreased students' self–reported likelihood of using illegal drugs and/or using alcohol illegally. In addition, the great majority of the participants indicated in a survey that, as a result of the SADAEPP workshop, they are better able to make responsible choices (70%) and are more self–confident because of the program (76%).

Districtwide surveys conducted by ORE indicated the following points of concern:

5. A survey of campus staff indicated that since last year fewer staff believe that the presence of *illegal drugs* on their campuses is decreasing. A greater percentage of 1992–93 staff believe that the presence of *alcohol* on their campuses is "staying the same" than did staff in 1991–92.

6. A greater percentage of AISD students across grades 6–12 report using illegal drugs during their *lifetime* than students from across the State. The percentage of AISD secondary students reporting use of illegal drugs (other than alcohol or tobacco) during the ***past 30 days*** is ***twice to three times as high*** as students across the rest of Texas. Most of the difference between AISD and State percentages is attributable to the substantially higher use of marijuana and hallucinogens by AISD students in grades 6–12, compared to secondary students statewide.

Budget Implications

Mandate: External funding agency—Drug–Free Schools and Communities Act of 1986 (Public Laws 99-570, 100-297, 101-226, and 101-647), Section 5145

Fund Amount:
1992–93 Allocation: $467,362;
1991–92 carry–over: $150,213;
Total: $617,575

Funding Source:
Federal

Implications: Continued implementation and evaluation of DFS programs is important if AISD is to reach its goal of having a drug–free school population by the year 2000. DFS also supplements the efforts toward eliminating student and staff alcohol and other drug use that are necessary in order to receive federal funding.

Recommendations

1. District efforts to eliminate use of drugs and alcohol by students need to continue to be reviewed and made more effective.

2. AISD must build upon the strengths of its current programs as it continues its quest towards drug–free schools.

A copy of the full report for which this is the Executive Summary is available as Publication Number 92.36 from:
Austin Independent School District
Office of Research and Evaluation
1111 West 6th Street
Austin, Texas 78703-5399
(512) 499-1724

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PROGRAM EFFECTIVENESS SUMMARY

1992-93 DRUG-FREE SCHOOLS PROGRAM

DRUG-FREE SCHOOLS (DFS) PROGRAM	RATING	ALLOCATION (COST)	NUMBER OF STUDENTS* SERVED	COST PER STUDENT*	NUMBER OF STUDENTS "SAVED" FROM ALCOHOL AND OTHER DRUG (AOD) USE (EFFECT)	COST PER STUDENT "SAVED" FROM AOD USE (COST/EFFECT)
All Well Health Services		$3,000	10 staff	$300 staff	Insufficient information	
Conflict Resolution Project	-	$33,352	39 students 57 staff	$368 per participant	0	
Drug Abuse Resistance Education (DARE)	+	$43,298	11,190	$3.87	1,119	$39
Innovative Programs	+	$37,014	932	$39.71	37	$1,000
K-12 Curriculum	+	$47,186	64,171	$.74	Rating based on program records of service	
Medicine Education and Safety Program	+	$5,772			Rating based on completion of project and on reactions to conference presentations	
MegaSkills	+	$21,798 DFS $17,664 Ch.2; $20,705 Ch.1	1,643 parents 643 students	$13.27 per parent DFS $93.57 per student DFS $36.62 (Total for all programs)	109	$200
Peer Assistance and Leadership (PAL)	+	$56,715	1,044	$52.81	42	$942
Plays for Living	+	$6,000	4,472	$1.34	447	$13
Private Schools		$18,143	2,779	$6.53	Evaluation did not take place for this component.	
Quality Schools	+	$160,452	306 staff 602 students	$524.35 per staff trained $266.53 per student	42	$3,820
Student Alcohol and Drug Abuse Education and Prevention Program (SADAEPP)	+	$94,433 DFS $20,579 Ch.2	2,488	$37.96	75	$1,259
Student Assistance Program (SAP)		$24,851	185 staff	$134.33	Staff training was not evaluated this year.	

* Participants

Rating is expressed as contributing to eliminating student alcohol and other drug use within AISD.

+	*Positive*, needs to be kept and expanded
0	*Not significant*, needs to be improved and modified
-	*Negative*, needs major modification or replacement
Blank	*Unknown*, may have positive or negative impact on other indicators; however, impact on student achievement is unknown.

Cost is the expense over the regular District per student expenditure of about $4,000.

0	*No cost* or minimal cost
$	*Indirect costs* and overhead, but no separate budget
$$	*Some direct costs*, but under $500 per student
$$$	*Major direct costs* for teachers, staff, and/or equipment in the range of $500 per student

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Elementary Technology Demonstration Schools, The Third Year, 1992-93

Executive Summary

Austin Independent School District
Office of Research and Evaluation

Author: Melissa Sabatino

Program Description

The 1992-93 school year was the third year of the Elementary Technology Demonstration Schools (ETDS) program. The program was made possible by two grants from IBM, having a retail value of $6.8 million, and a grant worth a retail value of $74,000 from Apple, Inc. These grant monies were used to equip three elementary schools (Andrews, Langford, and Patton) with IBM equipment and one elementary school (Galindo) with Apple equipment.

The schools involved in the project did not use uniform instructional methods. The IBM schools pursued a mixed approach that included placing computers in the classroom, in addition to computer laboratories. The project design called for the classroom computers to be integrated into instruction through a centers-based approach. The Apple school pursued a strategy of placing computers in laboratories. The Apple school had three computer labs, one dedicated to writing activities, and two labs for basic skills acquisition.

The primary purpose of the ETDS program is to restructure the classroom learning environment using technology as the catalyst for change. To demonstrate the effectiveness of technology in accelerating the learning of low-achieving students and enhancing the education of high-achieving students, the program has four specific objectives:

1. In three years, reduce by 50% the number of students who are not in their age-appropriate grade level;
2. In three years, reduce by 50% the number of students who are not achieving on grade level in reading, writing, and mathematics;
3. Develop a comprehensive teacher training program to ensure effective implementation and classroom use of technology; and
4. Demonstrate to the community the educational benefits of technology, thereby obtaining support for districtwide implementation.

Major Findings

1. The program is nearing full implementation. Several problems that inhibit full implementation include:
   - The class reporting option, which is not consistently operating as required to provide reliable feedback to teachers about student computer usage;
   - Many teachers not using the telephones as recommended;
   - The inconsistent implementation of the computer take-home program; and
   - The lack of parent and community involvement in school activities.
2. During the three years of the program, the percentage of overage student has decreased at the ETDS. However, the percentage of overage students at the four campuses exceeded the District average by two percentage points, 12% compared to 10%.
3. Effectiveness analyses results are mixed on the effect of the impact of technology on student achievement.
4. The number of students failing a section of TAAS has decreased at the ETDS. Two schools (Langford and Patton) reached the 50% reduction goal in one subject area.
5. The percentage of students passing the grade 3 TAAS writing section increased an average of 13.3 percentage points at the three IBM schools, compared to a six percentage point District increase.
6. Minority and economically disadvantaged students at the ETDS are performing as well as or better in relation to other District minority and economically disadvantaged students.
7. Information System Architecture principles for software selection are not being followed at one school.

Budget Implications

Mandate:
Required by the School Board.

FundingAmount:
$233,994 (annual operating cost)

Funding Source:
Local and external (private)

Implications:
The District is bound by an agreement with the two major fund providers of this project (IBM and Apple) to continue supporting the project. As the District examines ways to use State and local money for technology, the insights gained from the technology strategies employed in this project will be vital.

Recommendations

1. A districtwide evaluation of the availability and use of technology should be conducted. The four ETDS could be evaluated in this context.
2. The class reporting option or another measure should be used to provide reliable feedback to teachers concerning degree of student computer usage.
3. Additional telephone training for teachers is needed to demonstrate how to record, change, and retrieve messages.
4. Additional efforts should be made by school and A+ Coalition staffs to include parents and the community in the school activities.
5. The AISD Information System Architecture principles must be followed when selecting additional software, so that AISD will not have a collection of random, unsupported, noneducational software.

A copy of the full report for which this is the Executive Summary is available as Publication Number 92.31 from:
Austin Independent School District
Office of Research and Evaluation
1111 West 6th Street
Austin, Texas 78703-5399
(512) 499-1724

PROGRAM EFFECTIVENESS SUMMARY
Elementary Technology Demonstration Schools

PROGRAM	Rating	Allocation (COST)	Number of Students Served	Cost Per Student	Effect (in months)	Cost per Student for 1 month gain (COST/EFFECT)
Andrews Funding Source: External Grades: Pre-K - 5 Level of Service: All day/all year	0	$63,253 $1,580,956 Investment cost for hardware, software, and wiring.	843	$75	R: .5 M: .75 Avg: .63	$119
Galindo Funding Source: External Grades: Pre-K - 5 Level of Service: All day/all year	0	$44,235 $246,000 Investment cost for hardware, software, and wiring.	751	$59	R: .5 M: 1.25 Avg: .88	$67
Langford Funding Source: External Grades: Pre-K - 5 Level of Service: All day/all year	0	$63,253 $1,229,642 Investment cost for hardware, software, and wiring.	574	$94	R: -1.0 M: -1.5 Avg: -1.25	-
Patton Funding Source: External Grades: Pre-K - 5 Level of Service: All day/all year	0	$63,253 $1,834,320 Investment cost for hardware, software, and wiring.	1,307	$61	R: .25 M: 1.25 Avg: .75	$81

The investment cost is the cost of getting the program "up and going"; it is distinguished from the annual cost of maintaining and operating the program once it is in place.

The investment cost for hardware, software, and wiring is calculated using the 40% educational discount that is afforded to all educational institutions.

Rating is expressed as contributing to any of the five AISD strategic objectives

+	Positive, needs to be kept and expanded
0	Not significant, needs to be improved and modified
-	Negative, needs major modification or replacement

Cost is the expense over the regular District per-student expenditure of $4,000.

0	*No cost* or minimal cost
$	*Indirect costs* and overhead, but no separate budget
$$	*Some direct costs*, but under $500 per student
$$$	*Major direct costs* for teachers, staff, and/or equipment in the range of $500 per student or more.

92.40

Improving Mathematics and Science Teaching: 1992-93 ESEA Title II Final Report

Executive Summary

Austin Independent School District
Office of Research and Evaluation

Author: Jeannine Turner

Program Description

The Dwight D. Eisenhower Mathematics and Science Education Act is authorized by Title II, part A, of the Elementary and Secondary Education Act (ESEA) of 1965 and provides federal funds for the improvement of mathematics and science teaching at all levels of primary and secondary education (pre-K through 12). The purpose of Title II is to improve the skills of teachers and the quality of instruction in mathematics and science and to increase the access of all students to such instruction. In 1992-93, AISD received $194,364 from Title II funds, plus $48,130 in carryover funds, for a total of $242,494. The project provided:

- Staff development workshops,
- Funds for teachers to attend professional conferences, and
- The 1992-93 evaluation of Title II-funded projects.

Major Findings

1. A total of 468 staff members attended workshops and/or conferences sponsored with Title II funds during the 1992-93 school year. Most of the workshop and conference participants were white, female, elementary teachers.
2. Previous Title II-funded workshop participants indicated that the information they received was important to their teaching and lesson planning and was easily used in their classrooms.
3. Most teachers rated staff development workshops positively.
4. Conference participants indicated they believe their conference attendance was beneficial and will assist in making them better teachers..

A copy of the full report for which this is the Executive Summary is available as Publication Number 92.28 from:

Austin Independent School District
Office of Research and Evaluation
1111 West 6th Street
Austin, Texas 78703-5399
(512) 499-1724

Budget Implications

Mandate: External funding agency

Funding Amount: $242,494 (1992-93 allocation of $194,364 and $48,130 carryover)

Funding Source: Federal

Implications: Title II has provided funding to AISD to enhance mathematics and/or science teacher instruction. Title II-funded activities are targeted at the District's fifth strategic objective which is part of an overall strategy for ongoing professional development. This program is indirectly targeted at the District's first strategic objective which focuses on motivating student learning and achievement. The objective of Title II training is to improve the skills of teachers and the quality of instruction in mathematics and science and to increase the access of all students to such instruction.

Recommendations

Based on the present evaluation findings, the following recommendations are offered:

- Continue funding staff development training,
- Continue funding participation in professional conferences,
- Encourage minority teachers of mathematics and science to participate in staff development and professional conferences,
- Use Title II funds to supplement recruiting of minority teachers of mathematics and science, and
- Use funds for the coordination of staff development training with District training in order to reach more minority teachers.

PROGRAM EFFECTIVENESS SUMMARY

MATHEMATICS AND SCIENCE TEACHER TRAINING
1992-93

PROGRAM	RATING	ALLOCATION (COST)*	NUMBER OF TEACHERS SERVED	COST PER TEACHER	EFFECT
Title II Workshops Funding Source: External Grades: K-12 Level of Service: Varies	+	$27,242	321	$85	Rating based on participant survey
Title II Conferences Funding Source: External Grades: K-12 Level of Service: Varies	+	$9,964	116	$86	Rating based on participant survey

Rating is expressed as contributing to any of the 5 AISD strategic objectives.

+	*Positive*, needs to be kept and expanded
0	*Not significant*, needs to be improved and modified
-	*Negative*, needs major modification or replacement
Blank	*Unknown*, may have positive or negative impact on other indicators; however, impact on the five AISD strategic objectives is unknown.

Cost is the expense over the regular District per student expenditure of about $4,000.

0	*No cost* or minimal cost
$	*Indirect costs* and overhead, but no separate budget
$$	*Some direct costs*, but under $500 per student
$$$	*Major direct costs* for teachers, staff, and/or equipment in the range of $500 per student

* A total of $69,898 was spent on materials, equipment, administration costs, and evaluation; $135,390 will be carried over to next year (1993-94).

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Title VII Newcomers Program: 1992-93 Final Report

Executive Summary

Austin Independent School District
Office of Research and Evaluation

Author: Rosa Maria Gonzalez

Program Description

In 1990-91, AISD was awarded a three-year Title VII grant to serve a population of limited-English-proficient (LEP) high school students termed "newcomers." In addition to being LEP, these students had recently arrived in the U.S. The Title VII Newcomers Program was funded for its third year during the summer of 1992. *For the purpose of the program, a newcomer was defined as a student who has been in the United States for one year or less.* These students typically have limited or interrupted schooling in their home countries and a wide range of literacy skills. Increasing numbers of immigrant continue to enroll at three high school campuses, Austin, Lanier, and Reagan. To serve the special needs of such students AISD developed its Title VII Newcomers Program. All language backgrounds are eligible for the program, with Spanish being the primary language of most (78%) of the students.

The goal of the Title VII Newcomers Program is to improve the English language proficiency and the achievement skills of the target students. The program is designed to provide a sheltered environment for its participants. Class size is kept relatively small, and the students receive three hours of intensive English instruction daily which includes listening, speaking, reading, writing, grammar, and vocabulary development. The students receive credit for English for Speakers of Other Languages (ESOL I and II) and Reading Improvement. In addition, students may enroll in a variety of subject areas (e.g., pre-algebra, algebra, biology, typing, Spanish, art, and physical education) to complete their schedules. The program model has a teacher and a teacher assistant assigned to each of the three campuses, but this year because of increased enrollment in one of the high schools a second teacher was hired part time at that school. After one year in the Newcomers Program, it is the intent of the program for the students to be mainstreamed into the regular high school curriculum with support in either ESL or sheltered English. Because of the mobility of this target population, if a student enters the program late in the school year, or is unable to make the transition, allowances can be made at the discretion of the Language Proficiency Assessment Committee (LPAC) located on each campus.

In the 1992-93 school year, a total of 134 students were served by the Title VII Newcomers Program.

Major Findings

1. Title VII students are predominantly low income, overage for their grade, dominant or monolingual in a language other than English, and below grade level academically. Nonetheless, these at-risk students demonstrated a commitment to attending school and moving forward with their education.

2. Title VII newcomers demonstrated an average gain of 18 raw score points on the Language Assessment Battery (LAB) from pre- to posttest, which indicates they are improving their abilities in English.

3. Compared to similar LEP students, the Title VII newcomers performed at approximately the same rate as the comparison group on measures of school success such as school attendance and grade point average. They received slightly fewer credits than the comparison group, and their obtained dropout rate was lower than the predicted rate.

4. The opinion of the staff in general was that the program was very beneficial in assisting students to make the transition to English and to the school environment.

5. In the opinion of the newcomers, the program was very helpful as they acquire English skills, learn to use computers, feel welcome in their schools, and feel confident about staying in school.

Budget Implications

Mandate: Required by external funding agent

Fund Amount: $126,000

Funding Source: Federal

Implications:

The program addresses AISD's first two strategic objectives: 1) "one hundred percent of all students who enter AISD will graduate," and 2) "every student will function at his/her optimal level of achievement and will progress successfully through the system."

Without the monies from Title VII, the special services, instructional materials, and computers would probably not be available to the serve the distinct academic and linguistic needs of recently arrived high school immigrant students.

Recommendations:

The model designed by the Title VII Program has worked well with immigrant students for the past three years. The program has been funded for one more year, but the Campus Leadership Teams (CLTs) at the high schools need to determine how the schools will serve the immigrant population when the federal funds have been terminated.

Most newcomers make the necessary adjustments to the school environment during their year in the program. With additional support provided through the at-risk programs in the high schools, the probability of keeping this population of students in school would be increased.

A copy of the full report for which this is the Executive Summary is available as Publication Number 92.34 from:
Austin Independent School District
Office of Research and Evaluation
1111 West 6th Street
Austin, Texas 78703-5399
(512) 499-1724

Program Effectiveness Summary

PROGRAM	RATING	ALLOCATION (COST)	NUMBER OF STUDENTS SERVED	COST PER STUDENT	NUMBER OF DROPOUTS Predicted	NUMBER OF DROPOUTS Obtained	PREDICTED DROPOUTS WHO STAYED IN SCHOOL (EFFECT) #	PREDICTED DROPOUTS WHO STAYED IN SCHOOL (EFFECT) %	COST PER STUDENT KEPT IN SCHOOL (COST/ EFFECT)
Newcomers Program (Title VII) Funding Source: External Grades: 9-12	+	$126,000	134	$940	134*	6	128	96	$984

* All students in program are at risk by definition.

Rating is expressed as contributing to any of the 5 AISD strategic objective.

- \+ Positive, needs to be kept and expanded
- 0 Not significant, needs to be improved and modified
- \- Negative, needs major modification or replacement
- Blank Unknown, may have positive or negative impact on other indicators; however, impact on the five AISD strategic objectives is unknown.

Cost is the expense over the regular District per student expenditure of about $4,000.

- 0 No cost or minimal cost
- $ Indirect costs and overhead, but no separate budget
- $$ Some direct costs, but under $500 per student
- $$$ Major direct costs for teachers, staff, and/or equipment in the range of $500 per student

Publication No. 92.16
92.40

FEEDBACK
Austin Independent School District
Department of Management Information
Office of Research and Evaluation

CHAPTER 2 FORMULA IN 1991-92

Chapter 2 Formula is a federal grant that provides funds to states through the Elementary and Secondary Education Act. During the 1991-92 school year, AISD used its Chapter 2 Formula grant to fund the programs or activities listed below.

- Academic Decathlon, which is an academic competition for 11th and 12th grade students
- Extracurricular Transportation, which provided extra bus routes after school for secondary students who were reassigned under AISD's desegregation plan
- Library resources for all AISD campuses, which were used to purchase books, dictionaries, globes, maps, video cassettes, microfiche, and other library materials to be circulated from the library
- Middle School Homeroom Training, which allocated funds for staff training in the use of a middle school advisory/homeroom curricula
- Multicultural/Special Purpose Buses, which provided bus transportation for elementary and secondary students and parents to multicultural and community events, school-based activities, and special trips
- Nonpublic, nonprofit private schools within AISD boundaries, which used Chapter 2 funds for consultants and to purchase equipment, hardware, software, instructional materials, and library resources
- Prekindergarten supplements, which provided an extra half day to seven classes at Blanton and Travis Heights
- Secondary Library Technology Support, which provided funds for technology education which were used to purchase equipment and databases for 11 secondary school libraries
- Spanish Academy, which offered classes in conversational Spanish to AISD employees
- Support for the restructuring of Robbins Secondary School in the form of funds for reproduction of revised curriculum and general supplies to supplement the curriculum development
- Teacher assistant to operate the Technology Learning Center (computer lab) at Johnston High School
- Teacher assistants to operate computer labs at Blackshear, Blanton, and Read elementary schools
- Administration and management of the Chapter 2 Formula grant
- Evaluation of programs and activities funded by Chapter 2 Formula

The evaluation of the programs and activities funded by Chapter 2 Formula was conducted by the Office of Research and Evaluation. A variety of instruments, including surveys, interviews, examination of program records, course evaluations, and prekindergarten tests, were used to collect data concerning the effectiveness of the programs or activities funded by Chapter 2 Formula. The major findings of the evaluation are presented on the back of this page.

Publication No. 92.16
92 40

HOW EFFECTIVE WERE THE PROGRAMS FUNDED BY CHAPTER 2?

The majority of the Chapter 2 Formula-funded programs were found to be effective. The major findings concerning these programs are listed below. For more information concerning the evaluation of Chapter 2 Formula in AISD in 1991-92, see ORE publication number 91.19, which is available in all AISD campus libraries, or by calling 499-1724. See also ORE publication 92.08 for a description of the Chapter 2 grant.

- The majority of high school teachers and administrators surveyed agreed that the **Academic Decathlon** benefited participants and was an effective way to promote academic excellence. Of the nine AISD teams that participated in the regional meets in 1990-91 and 1991-92, three teams improved their ranking by one to nine places, four teams dropped from one to four places, and two teams maintained the same team ranking.

- **Extracurricular Transportation** ridership increased, despite a reduction in routes. Half of the students surveyed said they would not have been able to participate in extracurricular activities if the transportation had not been provided.

- Most of the sponsors of trips using **Multicultural/Special Purpose buses** reported that the trips they took would not have been possible without the provision of these buses.

- No training in the use of the **Middle School Homeroom curriculum** was held.

- Overall, **prekindergarten students** in AISD showed less progress than a national sample from pre- to posttest on the Bracken Basic Concepts Scale (BBCS). Because of the questionable validity of the BBCS in measuring prekindergarten progress in AISD, scores should be interpreted with caution.

- **Private schools** receiving Chapter 2 funds rated highly the effectiveness of the materials and equipment purchased. Staff development was rated moderately effective.

- Chapter 2 Formula funds were used to purchase Compact Disc Read Only Memory (CD ROM) players for 10 secondary schools as part of the **Secondary Library Technology Support** component. Funds were also used to purchase databases, CD ROM discs, or microcomputers used to run the CD ROM players in 11 secondary schools.

- Nearly all participants of the **Spanish Academy** rated classes highly and indicated that they would continue to enroll in them.

- The majority (74%) of the staff at Blanton agreed that the **Wicat computer lab** was an effective way of developing math and reading skills. In grades 2 through 5, students achieved predicted gains on the Norm-Referenced Assessment Program for Texas (NAPT) in 8 of 10 comparisons and were below predicted gains in two comparisons.

- Most (83%) of the Read Elementary staff surveyed agreed that the **Bridge computer lab** was effective in accelerating learning in mathematics, especially for students below grade level. Low-achieving fifth-grade students targeted for additional help in mathematics achieved predicted gains on the NAPT in mathematics.

- Most (87%) of the staff at Blackshear agreed that the **Writing to Read computer lab** is an effective way of developing the writing and reading skills of kindergarten and first-grade students.

- During the 1991-92 school year, the **Technology Learning Center (TLC)** at Johnston High School was restructured to provide a computer lab for enrichment activities for all students at the school. The majority of teachers at Johnston surveyed agreed that the TLC contributed to the academic performance of high-risk students and reduced the likelihood of their dropping out.

Feedback: CHAPTER 2 FORMULA IN 1991-92
Published February 1993 by:
Office of Research and Evaluation
Department of Management Information
Austin Independent School District
Author: Lauren Hall Moede, Evaluation Associate
David Wilkinson, Evaluator
Evangelina Mangino, Assistant Director
Glynn Ligon, Executive Director

Publication No. 92.08
92.40

FEEDBACK

Austin Independent School District
Department of Management Information
Office of Research and Evaluation

WHAT IS CHAPTER 2 FORMULA?

Chapter 2 Formula is a federal grant that provides funds to states through the Elementary and Secondary Education Act. Chapter 2 is intended to contribute to the improvement of elementary and secondary educational programs in both public and private schools. According to section 1501 of Public Law 100-297, the purpose of Chapter 2 is to:

- Provide initial funding to enable state and local educational agencies to implement promising educational programs that can be supported by state and local sources of funding after the programs have been demonstrated effective;
- Provide a continuing source of innovation, educational improvement, and support for library and instructional materials;
- Meet the special educational needs of at-risk and high-cost students, as described in the law;
- Enhance the quality of teaching and learning through initiating and expanding Effective Schools programs; and
- Allow the state agency and local educational agencies to meet their educational needs and priorities for targeted assistance.

A school district receiving Chapter 2 Formula funds must use those funds to **supplement** and, to the extent practical, increase the level of funds that would be made available in the absence of Chapter 2 Formula funds. Federal funds may not be used to **supplant** (take the place of) local school district funds. School districts may use Chapter 2 Formula funds to expand existing programs and/or add new programs, including the addition of staff and the acquisition of materials and equipment that would not otherwise be available from state and local funding sources. **In no case, however, may a school district supplant local funds by replacing local funds with Chapter 2 Formula funds.**

HOW ARE CHAPTER 2 FUNDS DISTRIBUTED TO SCHOOL DISTRICTS?

Of the total Chapter 2 grant a state receives, 80% (called Chapter 2 Formula funds) is distributed to individual school districts and 20% (called Chapter 2 Discretionary funds) may be reserved for state use. A formula based on student enrollment in the state is used to determine how much of the Chapter 2 Formula funds each school district is entitled to receive. In this formula, student enrollment includes the number of students enrolled in public and private, nonprofit schools and the number of students in the state classified as high cost (children from low-income families on free or reduced meals). Chapter 2 Discretionary funds may be used for technical assistance and direct grants to school districts. At least 20% of the Discretionary funds must be used for Effective Schools projects, and not more than 25% may be used for state administration of the grant.

Publication No. 92.08
92.40

HOW CAN CHAPTER 2 FORMULA FUNDS BE USED?

Chapter 2 Formula funds may be used to support programs in one or more of these seven areas:

- Programs to meet the educational needs of students at risk of failure in school or of dropping out;
- Programs of training and professional development to strengthen the knowledge and skills of educational personnel (including teachers, librarians, school counselors, other pupil services personnel, administrators, and school board members);
- Programs to enhance personal excellence of students and student achievement, including instruction in ethics, performing and creative arts, humanities, activities in physical fitness and comprehensive health education, and participation in community service projects;
- Programs to acquire instructional and educational materials, including library books, reference materials, and computer software and hardware for instructional use;
- Innovative programs designed to carry out schoolwide improvement, including the Effective Schools programs;
- Programs for early childhood education, gifted and talented education, technology education, community education, and/or youth suicide prevention; and
- Programs of training to increase the ability of teachers and school counselors to identify students with reading-related problems that place those students at risk for illiteracy in their adult years.

School districts must provide Chapter 2 services for children enrolled in private, nonprofit schools located within the school district boundaries. Per-pupil expenditures for these children must be equal to those for students in public schools.

HOW DOES AISD USE THE CHAPTER 2 FORMULA FUNDS IT RECEIVES?

During the 1992-93 school year, AISD has allocated its Chapter 2 Formula funds to the following programs.

- Academic Decathlon
- Library Resources
- MegaSkills
- Multicultural/Special Purpose Buses
- Prekindergarten Supplements
- Private Schools
- Reading Recovery
- Secondary Library Technology Support
- Spanish Academy
- Staff Development
- Student Alcohol and Drug Education and Prevention Program
- Technology Learning Center
- Wicat Computer Lab

Feedback: WHAT IS CHAPTER 2 FORMULA?

Published February 1993 by:
Office of Research and Evaluation
Department of Management Information
Austin Independent School District

Author: Lauren Moede, Evaluation Associate

David Wilkinson, Evaluator
Evangelina Mangino, Assistant Director
Glynn Ligon, Executive Director

For information on the evaluation of Chapter 2 Formula programs, see ORE publication 91.19, which is available in all AISD campus libraries.

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Publication No. 92.26
92.40

June 1993

FEEDBACK

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

WHATEVER HAPPENED TO THE CLASS OF '91?

RESULTS FROM A SURVEY OF AISD GRADUATES

The Former Student Survey

In October 1992, ORE conducted a survey by mail of a 27% (N = 770) sample of students who graduated from AISD in 1990-91, members of the class of '91. This Former Student Survey was administered to collect data on how effectively the District is accomplishing its fourth strategic objective, "After exiting AISD, all individuals will be able to perform successfully at their next endeavor."

Fall 1992 was the second consecutive year in which the Former Student Survey had been conducted. The previous year's administration (1991) reintroduced a survey initiated in 1975 to answer questions about the feasibility of year-round schooling and a state-mandated quarter system, and about possible changes in course offerings and graduation requirements. The original survey was administered periodically until 1983.

The Former Student Survey conducted in fall 1992 was modified slightly from the original and the previous year's survey to reflect changes in the job market and to be more consistent with current thinking about school-to-work transition.

Graduates of the class of '91 were asked questions in three main areas:

- *What students are doing now,*
- *What high school courses students found most useful, and*
- *How prepared students felt for their present activities.*

Figure 1 presents information about the sample of students surveyed in 1992. The overall return rate was 25%.

FIGURE 1
SEX AND ETHNIC DISTRIBUTION OF ALL
1991 GRADUATES, SAMPLED GRADUATES, AND RETURNS

GRADUATES (1991)	SEX		ETHNICITY		
	F	M	AFRICAN AMERICAN	HISPANIC	WHITE/ OTHER
TOTAL GROUP: N = 2,810	53%	47%	19%	26%	55%
SAMPLE: N = 770 = 27%	52%	48%	20%	27%	53%
RETURN: N = 191 = 25%	58%	42%	10%	23%	67%
SAMPLE < 2.5 N = 445 = 58%	49%	51%	27%	32%	41%
RETURN < 2.5 N = 75 = 17%	56%	44%	13%	29%	58%
SAMPLE ≥ 2.5 N = 325 = 42%	56%	43%	12%	19%	69%
RETURN ≥ 2.5 N = 116 = 36%	60%	40%	8%	19%	73%

92.40

What '91 Graduates Are Doing Now

Who's in School?

The number of 1990-91 graduates who reported being in school increased slightly from 71% the previous year to 73%, with 60% of students surveyed indicating that they were attending school full time (see Figure 2). A smaller majority of 1989-90 AISD graduates surveyed reported that they were in school either full time (59%) or part time (12%).

Of those '91 graduates in school full or part time, 60% reported attending a four-year college or university; 30% were attending a community or junior college with the intent to transfer to a four-year institution, and 4% reported attending a community or junior college in pursuit of an associate degree or certificate; 5% reported attending some other type of school (see Figure 3).

Who's Working?

The survey shows little change in the percentage of 1991 AISD graduates who reported working either full time (24%) or part time (35%), compared to the 27% and 35%, respectively, reported by 1990 graduates. Of those 1990-91 graduates working full or part time, 19% were doing office work, 22% were in sales, 11% were in food service, and 7% were in the computer field (down from 12%). An additional 41% reported working in other fields, including health services, fine arts, general and skilled labor, and the armed forces (see Figure 4).

A substantial number (58%) of the 1991 graduates who reported that they were attending school full or part time also reported working full or part time. These graduates were more likely than the other '91 AISD graduates to report that they are working in the fine arts, health services, and hotel/hospitality fields.

FIGURE 2
WHO'S IN SCHOOL?
GRADUATES ATTENDING COLLEGES/TECHNICAL SCHOOLS

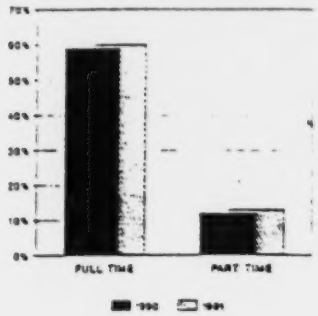


FIGURE 3
WHAT TYPES OF SCHOOLS ARE '91 GRADUATES ATTENDING?

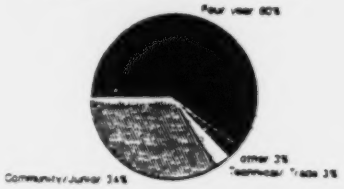
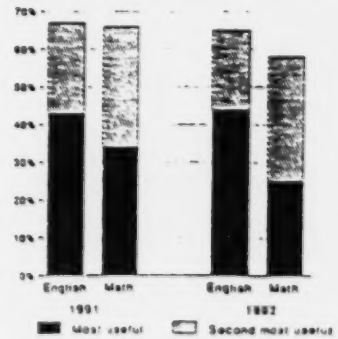


FIGURE 4
WHERE ARE OUR STUDENTS WORKING?

SALES	24%
OFFICE	22%
FOOD SERVICE	13%
COMPUTERS	8%
SKILLED LABOR	7%
MILITARY	6%
CHILD CARE	4%
GENERAL LABOR	4%
MECHANICAL	3%
HEALTH SERVICES	2%
HOTEL/HOSPITALITY	2%
FINE ARTS	2%

FIGURE 5
GRADUATES' MOST USEFUL COURSES



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What Do They Think of AISD Now?

Courses

Of those 1991 graduates attending school full or part time, the majority reported that their high school English and mathematics courses were the most or the second most useful in preparing them for their present school experience--68% and 66%, respectively, compared to 65% and 58% in 1990 (see Figure 5). Of those graduates attending school full or part time, 26% reported that they wish they had taken more mathematics in high school, while 12% wished they had taken more English; 16% and 13% wished they had taken (or taken more) business courses or computer science, respectively (see Figure 6).

Preparation

The survey included questions about the graduates' preparation in mathematics, social studies, and writing. In all three areas, over 60% of '91 graduates surveyed indicated that they were well or very well prepared. However, in the area of cultural knowledge, the majority of 1991 graduates indicated that they were only moderately well prepared or not well prepared. In the areas of citizenship and preparation for future employment, graduates surveyed split the categories, indicating that they felt good about their preparation for voting and critical thinking, but that they were less prepared for community service, writing a resumé and job interviewing, or using current technology (see Figure 7).

Most 1990-91 AISD graduates surveyed (69%) strongly agreed or agreed that, overall, they were adequately prepared for their present activities. As Figure 8 shows, these responses are very consistent with those from graduates in 1990 and 1982.

FIGURE 6
COURSES GRADUATES WISH THEY HAD TAKEN

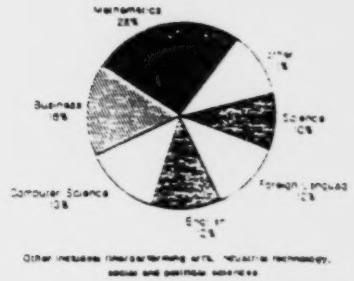


FIGURE 7
HOW WELL DID AISD PREPARE YOU IN THESE AREAS?

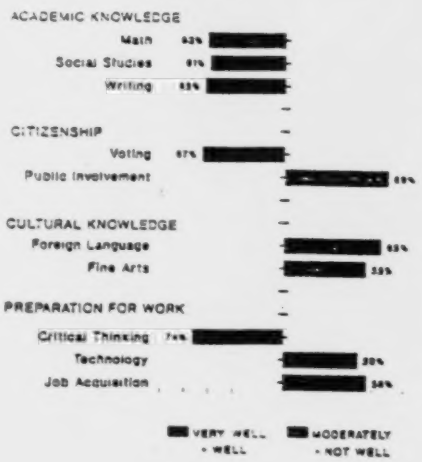
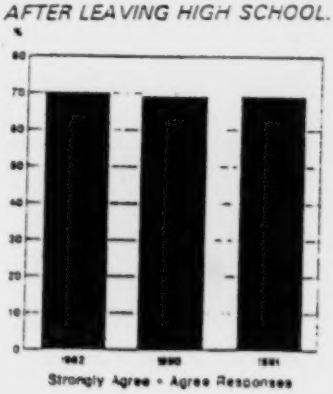


FIGURE 8
"I WAS PREPARED FOR MY NEXT ENDEAVOR AFTER LEAVING HIGH SCHOOL."



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